DOCUMENT RESUME

ED 094 807 JC 740 263

AUTHOR Alfaro, Edward; And Others
TITLE A Comparative Study of Academic Advisement by Instructors and by Credentialed Counselors Related to Freshmen at Two Community Colleges.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE 8 Jan 73
NOTE 5p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Academic Aspiration; *College Majors; College Students; *Community Colleges; Comparative Analysis; *Counseling Effectiveness; Post Secondary Education; Practicums; Questionnaires; *Student Opinion
IDENTIFIERS California; Cypress College; Santa Ana College

ABSTRACT

To determine whether educational advisement by instructors at Santa Ana College and by credentialed counselors at Cypress College resulted in differences in the students' commitment to their originally selected program major, two groups of students who had completed a calendar year at the two California colleges were studied. A three-part questionnaire was mailed to 198 Santa Ana College students who had received educational advisement from instructors and to 205 Cypress College students who had received educational advisement from credentialed counselors. Questionnaires were returned by 125 Cypress College students, of which 98 were usable, and by 117 Santa Ana College students, with 100 being usable. Results of the analysis of the questionnaire data showed that educational advisement of entering freshmen, whether from instructors or credentialed counselors, had no significant influence on a student's commitment to his originally selected program major. A copy of the questionnaire is provided in an appendix. (DB)

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ED 094807

A COMPARATIVE STUDY OF ACADEMIC ADVISEMENT BY INSTRUCTORS AND BY CREDENTIALED COUNSELORS RELATED TO FRESHMEN AT TWO COMMUNITY COLLEGES

Applied Educational
Research and Evaluation

Cluster Coordinator
John A. Davitt

A Practicum Presented to Nova University
In Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Authors

Edward Alfaro
Santa Ana College

Robert Barraza
Santa Ana College

and Rose Mary McDermott
Cypress College

January 8, 1973

JC 740 263

TABLE OF CONTENTS

CHAPTER		PAGE
I.	PURPOSE AND SCOPE OF THE STUDY	1
	Background of the Problem	1
	Statement of the Problem	4
	Hypothesis	4
	Background and Significance of the Study	5
	Definition of Terms	10
	Limitations of the Study	12
	Basic Assumptions	13
II.	METHODOLOGY	14
	Population	14
	Instrument Used	15
	Procedures for Collecting Data	16
	Treatment of Data	16
III.	FINDINGS	19
	Introduction	19
	Responses to Questionnaire	19
	Significance of Data	20
IV.	CONCLUSIONS AND RECOMMENDATIONS	31
	Conclusions	31
	Recommendations	31

CHAPTER PAGE

BIBLIOGRAPHY 33

APPENDIX 35

LIST OF TABLES

TABLE		PAGE
I.	Distribution of Responses on Questionnaire Given to Incoming Freshmen Students at Santa Ana College	22
	Part I Prior to Advisement	22
	Part II After Advisement	23
	Part III After Completion of One Semester	24
II.	Distribution of Responses on Questionnaire Given to Incoming Freshmen Students at Cypress College	25
	Part I Prior to Advisement	25
	Part II After Advisement	26
	Part III After Completion of One Semester	27
III.	Academic Advisement by Credentialed Counselors and the Degree of Commitment by A Student to His Program Major	28
	A Fourfold Contingency Table for Computation of Chi-square and Phi (ø) Correlations	28

LIST OF FIGURES

FIGURES	PAGE
1. Computation of Chi-square of the Degree of Commitment to A Program Major by Incoming Freshmen Students After Receiving Academic Advisement by Credentialed Counselors at Cypress College and by Instructors at Santa Ana College	29
2. Computation of ϕ Coefficient Correlation to Check Magnitude of Relationship . . .	30

CHAPTER I

PURPOSE AND SCOPE OF THE STUDY

Background of the Problem

The demand on American higher education has been to assist in educating all youth and adults who can profit from instruction. From this demand the community or junior college is emerging as a full partner with other institutions of higher education. Its function can be defined as:

> A two year collegiate institution conferring no higher than the associate degree, offering lower division transfer programs and/or terminal-vocational programs of varying length. (Kelley & Wilbur, 1970, p. 5).

The public two-year college is achieving this new importance because it is successfully educating an increasing proportion of all undergraduate students and because the composition of its student bodies is most representative of American society. (Tillery, 1970).

Medsker (1960) states:

> No unit of American higher education is expected to serve such a diversity of purpose, to provide such a variety of educational instruments or to distribute students among so many types of educational programs as the junior college. (p. 19).

Since 1900, the American system of public education has been undergoing a modification with reference to fitting the community college into the structure of

higher education. Various forces influenced the early development of the community college, which included societal factors, democratization, social-economic factors, and curricular innovations. In addition, significant leaders, like William Watts Folwell at the University of Minnesota, Henry Philip Tappon at the University of Michigan, and William Rainey Harper at the University of Chicago were instrumental in promoting some reorganization of the structure of higher education (Palinchak, 1969).

Folwell supported a system that would give responsibility to the secondary schools in providing those studies which would form the body of work for the first two years of college (Folwell, 1909). Harper viewed the two year institution as one which could be flexible because:

> The student who was not really fitted by nature to take the higher work could stop naturally and honorably at the end of the sophomore year. Many students who might not have the courage to enter upon a course of four years study would be willing to do the two year work before entering business or professional school. (Harper, 1900, p. 34).

By 1972 there were over 2,000,000 students attending more than 1,000 two year institutions throughout the United States. This growth is expected to continue as the community college strives to meet the special demands which will be created by technology and the changing employment trends. The comprehensive community college

will direct more of the attention to the special pressures of career education and saleable skills, re-training and re-tooling the labor force, continuing education, and community services (Monore, 1972).

Once known more commonly as junior colleges, more and more junior colleges are changing their role and title to community colleges. Community colleges offer classes and programs that meet the particular needs of their communities. The community college welcomes students who would otherwise be economically, socially, and academically alienated from higher education. The unique composition of the student bodies is illustrated by Tillery (1970) when he states:

> These colleges serve more students of color, more of the poor, and more adults than other colleges and universities in this or any other nation ... they prepare a higher proportion of very successful high school students who then transfer to senior institutions, along with other less successful peers who need a second chance. (p. 1).

This diversity is further illustrated by reviewing the findings of the American College Profile (1967) for students in higher education. Diversity is perhaps the most characteristic feature of American higher education. Four year colleges differ from community colleges in the composition of students in terms of academic potential, goals, majors, social-economic background, and success in educational programs.

Attempting to meet the comprehensive needs of all students at the community college presents a challenge for the institution in providing specific and specialized training for associate of arts programs and at the same time offering the more traditional lower division courses, known as general education, for those who will eventually transfer. In attempting to offer formal education and training, admission policies have led to an open-door policy.

The Statement of the Problem

The purpose of this study was to begin an investigation of the differences of student program behavior resulting from two types of educational advisement given to freshmen at two designated colleges in California, Cypress and Santa Ana College, by gathering data to compare the two types of advisement programs. A designated group of students having completed a calendar school year at the two colleges were studied. The study measured the differences between educational advisement by instructors at Santa Ana College and credentialed counselors at Cypress College on the basis of the continued commitment of students to their originally selected program major.

The Hypothesis

The present study was designed to test the hypothesis that two kinds of academic advisement, faculty

advisors at Santa Ana College and credentialed counselors at Cypress College, result in a significantly different degree of commitment by a student to his program major.

Background and Significance of the Study

Public community colleges are multipurpose institutions seeking to serve the widespread needs of both young people and adults in the community. Broad programs are available to prepare those seeking to transfer to senior institutions, occupational programs designed to provide specialized training for employment, remedial assistance for those deficient in special skill areas, and serves the needs of the community (Kerr, 1970).

Since the community college responds to the needs that arise from its communities, its student body is heterogeneous in composition.

The student population is complex, with varying ranges of age, many interests, substantial differences in aptitudes, and tremendous spreads in high school achievement (Henderson, 1970, p. 67).

This increasing heterogenity is the result of more young people from the lower-socio-economic classes attending the community college, the open-door policy, technology which has created the need for trained technicians, increasing need for the community to be informed and continue their education, and the increasing number of older people

who need retraining, stimulation of avocational interest, and social adjustment for old age (Johnson, 1969).

Effective advisement and counseling seem to be essential if the community college is going to provide service for this heterogeneous student population. Roueche (1968) concludes that:

> . . . the open-door admission policy can only be effective if students are able to achieve their educational goals . . . Guidance and counseling service of the two-year college must contribute to the success of that endeavor. (p. 54).

In the past, the primary role of both the academic advisor and credentialed counselor has been concerned with helping the student choose a major, or an occupation, as a central decision around which to begin organizing his life; however, the heterogenity of the community college student body creates problems which are unique to the community college and necessitate a critical reexamination of this traditional helping function, as well as the assumptions which support it (Crookstan, 1972). Many of them also need counseling and advisement that center on helping the individual live effectively within a rapidly changing society and that helps the student to become aware of his own changing self. (Carnegie Commission Report, 1970).

The large amount of time, energy and cost expended in providing academic advisement to community college

students raises the question as to its effectiveness on selection and commitment to a program major. Berdie (1966) indicated that students who come to an institution have unrealistic expectations about what that institution has to offer. It would appear that educational advisement designed to assist the student in achieving realistic perceptions of the institutions would be a factor in assisting that student in reaching his educational or occupational goals. It could be assumed then that academic advisement centered on helping the individual live effectively in today's society would have a definite impact on students in their process of becoming part of the community college.

The increasing number of high school graduated and college-age persons seeking more education, the impact of technological changes and career education in the community college, the increasing number of disadvantaged attending the community college, and its role as a base for community service programs, all place a heavy and challenging burden on this institution. In California, eighty-eight per cent of all freshmen attending public colleges are enrolled in community colleges (Gleazer, 1971).

Many students who come to the community college declare that they wish to transfer to a senior institution upon completion of necessary course work and yet the total

number who reach this goal is much less. Over fifty per cent of freshmen students leave the community college at the end of the first year. While some of these students transfer to other colleges at the end of one or two semesters, as many as ten per cent drop out between fall registration and Christmas vacation (Thornton, 1966).

This problem perhaps will be compounded if the predictions of Cross (1971) materialize. She contends that higher education is in a state of change because of the arrival of the "new student". One major characteristic of this student will be his low performance on standard academics tests. Moore (1970) also sees a significant change in the enrollment pattern of community colleges with a large increase in what may be termed marginal students in the group who are able to take advantage of the open-door character of the community college. These people will have special needs for advisement, counseling and developmental courses. Because of these special needs, students will require more assistance in becoming aware of the opportunities available at the community colleges, understanding their relationship to the institution, and learning how to become part of the process.

It would appear that educational advisement, as the process of receiving new people into the community

college, could become the critical factor in meeting the needs of these new students. The eventual outcome of the success of students may in part depend on the success and relevance of educational advisement and its ability to efficiently deal with the concerns of students. The accomplishments of educational advisement in general are far from encouraging. After reviewing the available research, (Roueche, 1968) concluded that advisement and counseling at community colleges had not been successful in (1) reducing student attrition, (2) providing adequate career information, and (3) placing students in programs where they have a good chance to succeed.

Educational advisement is not, however, alone in this concern. Other student services, administration, and instruction all have impact on entering students. Trent (1969) points to the need to assess the nature and impact of the whole system of community colleges. Programs for educational improvement will vary from one institution to another, but they all should be evaluated so that both their strengths and weaknesses can be determined. It then becomes evident that evaluation of the impact of education-advisement should be investigated.

> Community colleges cannot realize their own potential or sufficiently help their diverse students to realize theirs until they have a clear understanding of the dynamics of their various institutional characteristics and programs and the effects of these elements on their students and the large community (p. 18).

However, little data is available. This study will begin to gather data to answer the following question:

Is there a significant difference in the degree of commitment by a student to his program major regardless of receiving academic advisement from faculty advisors or credentialed counselors?

Definition of Terms

Academic Advisement - As used in this study, academic advisement refers to information regarding course and program selection received by students from instructors at the time that they are enrolling in college.

Career Counseling - Counseling which assists students in self-evaluation, motivation, interests, abilities, and as a basis for decision-making in realistic career choices.

Counseling - A supportive service which assists students to learn more about themselves, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that students may become happier and more productive members of society.

Counseling Functions - All duties and responsibilities assigned and assumed by credentialed counselors at the community college to assist the student in his educational or vocational endeavor.

Credentialed Counselor - A community college counselor who has fulfilled requirements for the Pupil Personnel Credential as prescribed under Title V of the State Education Code or a Community College Counseling Credential offered by the Office of the Chancellor of California Community Colleges.

Educational Advisement - Advisement given to students relative to his or her total educational program.

Effective Counseling - Counseling which affects the total person in achieving to his fullest potential.

Freshmen - Students who are entering the community college directly from high school. This excludes students who have worked full-time before entering college.

Instructor - A person holding a valid California Credential for teaching in the California Community Colleges and assigned to full-time teaching duties and acting as advisor in his teaching area only.

Occupational Goals - Student objectives in regard to employment or continuing education as set by student and/or advisor.

Program Major - The area of academic or vocational study undertaken by the student.

Sophomore - A student who at the time of this study entered as a freshman in the fall of 1972 and is currently enrolled at one of the two colleges used in this study.

Supportive Services - Services other than instruction which enables students to reach their occupational and educational goals. These support services include health services, developmental programs, financial aids, counseling for part-time and career employment.

Limitations of the Study

This study will be limited to freshmen students entering the community college directly from high school; the second limitation will be students from two community colleges, namely, Santa Ana College and Cypress College; the third limitation will be students at Santa Ana College who have received educational advisement from instructors and students at Cypress College who have received educational advisement from credentialed counselors; the fourth limitation will be freshmen listing pre-medicine as their major; the fifth limitation will be freshmen listing a program leading to an Associate of Arts degree in accounting.

The study will test for significant difference in commitment to selected program majors by students receiving educational advisement from instructors or counselors. No other aspect of the college environment will be evaluated. It is possible that the effects of aspects of the environment other than academic advisement will affect the student's commitment to his original selected program major.

Basic Assumptions

The assumptions related to this study will be as follows:

1. The differences in educational advisement by instructors/counselors can be measured.
2. The two student groups to be studied are homogeneous.
3. That they have similar social-economic background.
4. The academic range at both colleges is from low to average or slightly above average.
5. The student bodies from both institutions involve a normal distribution of intelligence.
6. Both groups have received comparable counseling/advisement before enrolling at the college.

CHAPTER II

METHODOLOGY

In this chapter an overview of the research design of the study is presented. Described are the research sample used, the instrument used in gathering the data, the method of securing student responses to the instrument, and procedural and statistical methods applied to the data as a means of analysis.

This study attempted to provide reliable information about students' program behavior resulting from two types of educational advisement given freshmen at two designated colleges, advisement by instructors at Santa Ana College and advisement by credentialed counselors at Cypress College.

Population

The sample used in this study consisted of students who entered as freshmen directly from high school in the Fall of 1972 and, after receiving educational advisement at registration from instructors at Santa Ana College and credentialed counselors at Cypress College selected Accounting or Pre-medicine as their program majors.

The population for this study consisted of all students enrolled in the two majors selected from the total program offerings at the two colleges deemed to be a

representative sample of the student bodies at large.

At Santa Ana College 198 students were identified as those receiving educational advisement from instructors. At Cypress College 205 students were identified as receiving educational advisement from credentialed counselors. All information used in identifying the students was taken from computor print-outs on student information at both institutions.

The community colleges used in this study offered transfer, occupational, and adult education programs in day and evening classes. The multi-community attendance area draws students from all socio-economic and educational backgrounds.

Instrument Used

A three part questionnaire was prepared by the investigators of this study and used to assess students' perceptions of the face validity of the educational advisement which they received as entering freshmen. The questionnaire was designed to describe the educational advisement function at the two colleges through the perceptions and reporting of its students.

Part I Prior to Advisement. This part of the questionnaire consists of seven items regarding information and knowledge about college and its requirement which the student felt that he had before enrolling in

classes. Data collected in Part I of the questionnaire were not used in this study.

Part II After Advisement. After advisement the eleven items in this part of the questionnaire addressed themselves to the advisement function itself, as well as the way students perceive the services rendered by counselors or instructors.

Part III After Completion of One Semester Or More. The eight items in this part of the questionnaire are directed at determining whether the advisement given to students as freshmen had a significant influence on their continued commitment to their originally selected program majors.

Procedures for Collecting Data

During the week of November 12-16, 1973, the 403 students identified were mailed a questionnaire along with a letter explaining the purpose of the study. Their assistance in the study was requested and were assured their responses would be kept confidential.

Treatment of Data

In order to make a reasonable investigation of the hypothesis, students at two community colleges, Santa Ana and Cypress, were studied. Students at Santa Ana receive academic advisement from instructors and those at Cypress from credentialed counselors. The students who were

studied are those presently enrolled at either college who, as freshmen, selected Pre-medicine or Accounting as program majors after advisement.

To determine if the method used in advising entering freshmen at the two colleges had an influence in their continued commitment to a selected program major, data obtained from a questionnaire assessing students' perceptions of the differences in educational advisement received as incoming freshmen at their respective school were tested. The responses which were tested are: Agree or Disagree which constitute a nominal measure; thus a nonparametric measure was appropriated. Those students who respond as agreeing were classified as supporting the method of advisement-counseling received. Those disagreeing were classified as non-supporting the advisement-counseling received.

The null hypothesis that there is no significant difference in the degree of commitment by a student to his program major whether receiving academic advisement from faculty advisors or credentialed counselors was tested. The Chi-square test for two independent samples was chosen because the two groups being studied are independent and because the methods of advisement under study are frequencies in discrete categories (those advised by instructors and those advised by credentialed

counselors). Data were arranged in a 2 x 2 table to facilitate calculation. Since the hypothesis is dichotomous, a two-tailed analysis at .05 level of significance was employed. Phi-coefficient was used to indicate the magnitude of the relationship.

CHAPTER III

FINDINGS

Introduction

In this chapter the findings that resulted from measuring the differences of student program behavior resulting from two types of educational advisement given to freshmen at two community colleges are presented.

The sample used in this investigation consisted of students who entered college as freshmen directly from high school and, after receiving educational advisement at registration from instructors or credentialed counselors, selected Accounting or Pre-medicine as their program majors.

The students composing the student group receiving educational advisement from instructors were identified at Santa Ana College and the students receiving educational advisement from credentialed counselors were identified at Cypress College.

A total of 205 students were identified for this study at Cypress College and a total of 198 were identified at Santa Ana College. A letter and questionnaire was sent to all students identified at both colleges.

Responses to Questionnaire

Of the 205 students who were sent questionnaires

at Cypress College 125 students returned the questionnaire. Of the questionnaires returned only 98 were used in the study. The other 27 were not used because they were not completed or answered as instructed.

At Santa Ana College from the 198 questionnaires sent to students 117 were returned, however, only 100 were used in the study. The 17 questionnaires not used were improperly answered.

Table I represents the detailed picture of student responses to the questionnaire at Cypress College and Table II represents the detailed picture of student responses to the questionnaire at Santa Ana College.

Significance of Data

Table I shows that from the 100 questionnaires used in the study at Santa Ana College there were 1208 Agree responses and 692 Disagree for a total of 1900 responses.

Table II shows that from the 98 questionnaires used in the study at Cypress College there were 1197 Agree responses and 665 Disagree for a total of 1862 responses.

The fourfold contingency table is shown in Table III. From the 2 x 2 table Chi-square value was found to be 1742 (Figure 1). The magnitude of the correlation is $\phi = .007$. (Figure 2).

The tabled value of Chi-square for df = 1 is $X^2.05 = 3.841$. The obtained value of Chi-square does not exceed

the value required for significance. The null hypothesis of no significant difference is accepted.

It is assumed that the degree of commitment by a student to his program major whether receiving educational advisement from instructors or credentialed counselors is not significant.

TABLE I

DISTRIBUTIONS OF RESPONSES ON QUESTIONNAIRE
GIVEN TO INCOMING FRESHMEN STUDENTS
AT SANTA ANA COLLEGE

(Data from PART I of the questionnaire
was not used in this study)

PART I Prior to Advisement

Pre-Medicine Majors			Accounting Majors		
Question No.	Agree	Disagree	Question No.	Agree	Disagree
1	28	2	1	65	5
2	28	2	2	66	4
3	20	10	3	49	21
4	18	12	4	43	27
5	21	9	5	37	33
6	9	21	6	30	40
7	14	16	7	36	34

TABLE I (Continued)

DISTRIBUTIONS OF RESPONSES ON QUESTIONNAIRE
GIVEN TO INCOMING FRESHMEN STUDENTS
AT SANTA ANA COLLEGE

PART II After Advisement

Pre-Medicine Majors			Accounting Majors		
Question No.	Agree	Disagree	Question No.	Agree	Disagree
1	22	8	1	53	17
2	15	15	2	44	26
3	12	18	3	41	29
4	21	9	4	42	28
5	12	18	5	27	43
6	15	15	6	40	30
7	7	23	7	28	42
8	14	16	8	43	27
9	21	9	9	41	29
10	13	17	10	33	37
11	16	14	11	48	22

TABLE I (Continued)

DISTRIBUTIONS OF RESPONSES ON QUESTIONNAIRE
GIVEN TO INCOMING FRESHMEN STUDENTS
AT SANTA ANA COLLEGE

PART III After Completion of One Semester

Pre-Medicine Majors			Accounting Majors		
Question No.	Agree	Disagree	Question No.	Agree	Disagree
1	20	10	1	46	24
2	25	5	2	55	15
3	28	2	3	58	12
4	26	4	4	58	12
5	20	10	5	60	10
6	25	5	6	57	13
7	23	7	7	42	28
8	19	11	8	38	32

TABLE II

DISTRIBUTIONS OF RESPONSES ON QUESTIONNAIRE
GIVEN TO INCOMING FRESHMEN STUDENTS
AT CYPRESS COLLEGE

(Data from PART I of the questionnaire
was not used in this study)

PART I Prior to Advisement

Pre-Medicine Majors			Accounting Majors		
Question No.	Agree	Disagree	Question No.	Agree	Disagree
1	54	6	1	32	6
2	53	7	2	28	10
3	41	19	3	20	18
4	37	23	4	23	15
5	40	20	5	21	17
6	53	7	6	11	27
7	29	31	7	19	19

TABLE II (Continued)

DISTRIBUTIONS OF RESPONSES ON QUESTIONNAIRE
GIVEN TO INCOMING FRESHMEN STUDENTS
AT CYPRESS COLLEGE

PART II After Advisement

Pre-Medicine Majors			Accounting Majors		
Question No.	Agree	Disagree	Question No.	Agree	Disagree
1	37	23	1	34	4
2	34	26	2	26	12
3	33	27	3	22	16
4	40	20	4	35	3
5	21	39	5	23	15
6	30	30	6	26	12
7	20	40	7	24	14
8	30	30	8	28	10
9	37	23	9	38	0
10	29	31	10	25	13
11	40	20	11	33	5

TABLE II (Continued)

DISTRIBUTIONS OF RESPONSES ON QUESTIONNAIRE
GIVEN TO INCOMING FRESHMEN STUDENTS
AT CYPRESS COLLEGE

PART III After Completion of One Semester

Pre-Medicine Majors			Accounting Majors		
Question No.	Agree	Disagree	Question No.	Agree	Disagree
1	24	36	1	36	2
2	40	20	2	33	5
3	43	17	3	32	6
4	41	19	4	34	4
5	37	23	5	33	5
6	32	28	6	32	6
7	33	27	7	16	22
8	36	24	8	30	8

TABLE III

ACADEMIC ADVISEMENT BY CREDENTIALED COUNSELORS AND THE DEGREE OF COMMITMENT BY A STUDENT TO HIS PROGRAM MAJOR

A FOURFOLD CONTINGENCY TABLE FOR COMPUTATION OF CHI-SQUARE AND PHI (ø) CORRELATIONS

	Agree	Disagree	Total
Advisement by Credentialed Counselors Cypress College	1197 a	665 b	1862
Advisement by Instructors Santa Ana College	1208 c	692 d	1900
TOTAL	2405	1357	3762

Advisement	Agree	Disagree	Total
Credentialed Counselor	1197 a	665 b	1862
Instructors	1208 c	692 d	1900
TOTAL	2405	1357	3762

$$x^2 = \frac{N(|ad - bc| - N/2)^2}{(a+b)(c+d)(a+c)(b+d)}$$

$$= \frac{3762\ (|1828324 - 803320| - \frac{3762}{2})^2}{1197+665 \cdot 1208+692 \cdot 1197+1208 \cdot 665+692}$$

$$= \frac{3762\ (25004 - 1881)^2}{1862 \cdot 1900 \cdot 2405 \cdot 1357}$$

$$= \frac{3762\ (23123)^2}{2405 \cdot 1900 \cdot 2405 \cdot 1357}$$

$$= \frac{3762\ (534673129)}{2405 \cdot 1900 \cdot 2405 \cdot 1357}$$

$$= \frac{2,\ 011,\ 440,\ 311,\ 298}{11,\ 545,\ 911,\ 013,\ 000}$$

$$= .17421$$

FIGURE I

COMPUTATION OF CHI-SQUARE OF THE DEGREE OF COMMITMENT TO A PROGRAM MAJOR BY INCOMING FRESHMEN STUDENTS AFTER RECEIVING ACADEMIC ADVISEMENT BY CREDENTIALED COUNSELORS AT CYPRESS COLLEGE AND BY INSTRUCTORS AT SANTA ANA COLLEGE

$$\phi = \frac{bc - ad}{\sqrt{(a+b)(c+d)(b+d)(a+c)}}$$

$$= \frac{(665 \cdot 1208) - (1197 \cdot 692)}{\sqrt{(1197+665)(1208+692)(1197+1208)(665+692)}}$$

$$= \frac{803320 - 828324}{\sqrt{1862 \cdot 1900 \cdot 2405 \cdot 1357}}$$

$$= \frac{-25004}{\sqrt{11545911013000}}$$

$$= \frac{-25004}{3397927.458460}$$

$$= .007$$

FIGURE 2

COMPUTATION OF ϕ COEFFICIENT CORRELATION
TO CHECK MAGNITUDE OF RELATIONSHIP

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study is a very limited and narrow experiment. Many other factors which play a role in a student's commitment or lack of it to a selected program major have not been taken into account. Since the number of students involved was necessarily limited, this information is not presented with any implications that it is a complete study. However, it has stressed that the educational advisement whether received from instructors or credentialed counselors has no significant influence on a student's commitment to his originally selected program major. It is suggested that this study may be used as a guide and a possible approach to a more detailed investigation in this very important area.

Recommendations

This study attempted to find out more about the community college student. The review of literature investigated counseling and student personnel services in the community college, and specifically educational advisement practices.

The investigation concluded that whether an entering freshman student received educational advisement from an

instructor or credentialed counselor it had no significant difference in his commitment to his originally selected program major. However, research should be conducted using other variables. Secondly, perhaps using only two program majors may not be representative of the total college population. A more inclusive study involving more students should reveal some interesting results.

Perhaps the instrument used in this study could be refined and improved to include more variables and used with the assistance of a computer to perform item analysis of all factors influencing a student's commitment to his program major.

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APPENDIX

INSTRUCTIONS TO STUDENTS

We are interested in your ideas about the type of advisement you received during registration from your advisor and/or counselor. It is hoped that this information will be of value to college administrators in providing the best academic and occupational advisement possible.

Please understand that this is not a test, and there are no right or wrong answers. We simply want your honest opinions regarding advisement.

HOW TO MARK STATEMENTS

When you think a statement expresses your opinion, mark that statement by marking an "X" in the box in the Agree column. In other words, mark an "X" in the box in the Agree column if you think the statement tells how you personally feel about the advice you received at registration.

Mark an "X" in the box in the Disagree column if the statement is opposite to your opinion.

PRIOR TO ADVISEMENT (Before enrolling in classes)

Part I	AGREE	DISAGREE
1. The college catalog was useful to me prior to seeking academic advisor-counselor.		
2. The letter from the college which contained class schedules and pre-registration information was useful to me.		
3. I had already decided on my major prior to advisement.		
4. I knew all the requirements necessary for entry into college.		
5. Orientation prior to registration was informative.		
6. I understood the AA requirements before counseling.		
7. I understood the term career planning and development before counseling.		

AFTER ADVISEMENT

Part II		
1. I understood the AA requirements after counseling.		

AFTER ADVISEMENT (con't)

Part II	AGREE	DISAGREE
2. I understood the transfer requirements from a two year institution to a four year institution.		
3. I was able to select my major after counseling.		
4. I decided on my future courses during or after counseling.		
5. I was totally satisfied with the educational advisement I received at the time of registration.		
6. I understood the term career planning and development after counseling.		
7. After counseling, I understood the prospects of the job market.		
8. After counseling, I knew the job requirements for my chosen career.		
9. I was satisfied with the attitude and helpfulness of my advisor-counselor.		
10. I was totally satisfied with the arrangements for advisement at the time of registration.		
11. I was satisfied that my advisor-counselor was competent, knowledgeable and skilled in counseling procedures at the time of registration.		

AFTER COMPLETION OF ONE SEMESTER OR MORE

	AGREE	DISAGREE
1. My major is the same as when I registered as a freshman.		
2. I do not plan to change my major.		
3. I am satisfied with my major.		
4. The courses I took during my freshman year were useful.		
5. I am satisfied that I took the right courses for my major during freshman year.		
6. I am satisfied that the courses I selected and the major had relevance during my freshman year.		
7. I could have used additional help from my advisor-counselor during my freshman year.		
8. I was satisfied with the assistance, information and hlep that I received from my advisor-counselor.		

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 30 1974

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